

Thesis Abstract

No. _____

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Thesis Title			
Collaboration among Universities for Region-wide Educational Ecosystem -The Practice of the Evidence-based Approach Project in Southeast Asia and Japan-			
Thesis Summary			
<p>Southeast Asian countries are closely connected in terms of geographical environment, economy, culture, and history. The region has also been sharing social issues comprised of diverse aspects, and those issues are expected to emerge in the future. At the same time, the region is not only geographically dispersed, but also presents various economic levels and multiple cultures, religions, and languages. This scenario indicated that it is necessary to foster a new generation of human resources capable of dealing with such common issues by cooperating from multiple lenses. In order to realize that, this research proposes to create an ecosystem where universities could collaborate equally, share knowledge on problem-solving of social issues, and learn from each other.</p> <p>This research was born with the aim of building such an educational ecosystem, required by the initiative called EBA (Evidence-based Approach) Consortium—formed in 2012 by Keio University and other 9 universities in 7 countries in Southeast Asia. The EBA Consortium has built an educational ecosystem, building collaborative relationships among coordinators, designing learning that enables peer learning/working in diverse for addressing of social issues in the region, and field-oriented programs to share local issues and its expertise. In this dissertation, from an EBA program designer and producer perspective, the author clarifies, through the building process, the elements necessary for building an educational ecosystem to stimulate collaboration among learners, coordinators, and universities.</p> <p>This dissertation describes two main research activities to investigate the impacts of the educational ecosystem initiatives for solving social issues in Southeast Asia. Firstly, the author analyzed the internet-based educational cooperation project for human resource development, AI3 and SOI Asia Project— consisted of 28 higher education in 14 countries in Japan and Asia-, based on the findings from the literature review and related works.</p> <p>SOI Asia project started in 2002, and the author has been involved as a program coordinator since 2014. The results of this analysis revealed the essential elements and issues that served as the foundation for realizing the EBA educational ecosystem.</p> <p>Secondly, as an EBA program coordinator, the author conducted action research in this field by designed and implemented field-oriented EBA programs for four years from 2014. These actions comprise 26 EBA fieldwork programs in 7 countries and had more than 445 participants from 9</p>			

consortium partner universities. The evaluation was conducted to clarify the transformations of the EBA community and the analysis of the elements of the educational ecosystem. It also defined the essential elements for the successful educational ecosystem from the problem-solving capacity building perspective by mixed methods, including questionnaires and interviews with EBA community members such as students, lecturers, local citizens, and other stakeholders.

Additionally, this dissertation discusses the research's contribution through the lenses of recent actions to tackle social issues related to the COVID-19 pandemic in the region, emphasizing the importance of this ecosystem. The outcomes and results from all research activities confirm the vital role and value of the educational ecosystem, clarify its core components, and propose possibilities for the future.